

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION

PROMOTION
AND
COMMENCEMENT EXERCISES
IN
ELEMENTARY
AND
SECONDARY SCHOOLS

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FOREWORD

There has been a decided change in the type of promotion and commencement exercises offered in Pennsylvania elementary and secondary schools. Some of Pennsylvania's schools have gained favorable comment, both within the state and nationally because of the excellent programs which have been presented.

The purpose of this bulletin is threefold:

- First, to make generally available types of promotion and commencement exercises, developed in accordance with modern principles governing this important phase of the school program. For this purpose, certain programs from Pennsylvania schools have been reproduced in this bulletin. They have been selected with care, so as to illustrate various types of progressive practices. Materials from both small and large schools are included.
- Second, to outline in a preliminary way, certain principles and suggestions which should govern promotion and commencement exercises.
- Third, to make definite suggestions relative to the possibility of developing a series of promotion and commencement programs extending over a period of years. The section outlining suggestions for commencement music was prepared by M. Claude Rosenberry, Director of Music.

The bulletin, which is a revision of the material distributed in mimeographed form on March 1, 1931, was prepared by William H. Bristow, Deputy Superintendent, Curriculum Bureau.

JAMES N. RULE

Superintendent of Public Instruction

January 15, 1932.

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IMPORTANCE OF PROMOTION AND COMMENCEMENT PROGRAMS

The importance of promotion and commencement exercises should not be minimized. This is the one period of the year when the school has an opportunity to present, under very favorable circumstances, the type of work which is being attempted in the school. The purpose of commencement is as follows:

1. Commencement gives recognition to the fact that a group of boys and girls has completed a curriculum with a sufficiently high standard of attainment to entitle them to definite recognition on the part of the community and the State.
2. The commencement period provides an opportunity to sum up for the pupils the significance of the experience which has been gained thus far in their educational career.
3. The factor of inspiration should enter into the promotion or commencement day exercises. Pupils can be brought to see more clearly the path that lies ahead. The commencement program also helps pupils to resolve to carry on their future quest for knowledge, and to perfect themselves so as to assume their proper place in the community, both with respect to their duties as citizens and vocational competency.

A commencement program which is based primarily upon materials foreign to the pupils is not satisfactory. An adequate commencement program is a cooperative project. The faculty of the school participates by aiding the graduating or promotion class in selecting and preparing the program. Faculty supervision should, however, be reduced to a minimum. On the other hand, the guidance which is essential to successful school work should not be lacking.

The commencement program must have a forward look. It cannot be devoted entirely to past accomplishments. It should point out to the pupil and to the community, the needs of contemporary life and suggest some ways in which the life of the individual and the community may be improved.

The differences between the old type of promotion and commencement and the new type is outlined in an article by Lyle W. Ashby, Assistant Director, Division of Publications, National Education Association:

The Old and The New Contrasted*

The Old Program	The New Program
1. Was planned by school officials.	1. Is planned by the graduates.
2. Consisted chiefly of an "address" by an imported speaker.	2. Consists of a program by the graduates.
3. Centered about no special or helpful topic.	3. Centers about a topic of interest to pupils, parents and community.
4. Was a precise repetition from year to year.	4. Is original and attractive.
5. Was used chiefly as an opportunity for "preaching" to graduates.	5. Is used as an opportunity for the graduates to train themselves for self activity.
6. Secured the passive interest of the graduates and community.	6. Secures the active interest of the graduates and community.
7. Made no effort to interpret the school to its patrons.	7. Interprets vital school activities to citizens.
8. Received no advance preparation.	8. Receives preparation by large numbers of people throughout the entire year.
9. Did not utilize the available resources.	9. Utilizes the resources of the school, home and community.
10. Merely ended another school year.	10. Makes a large contribution to the graduates, the school and the community.

SUGGESTED QUESTIONS FOR EVALUATING PROMOTION AND COMMENCEMENT EXERCISES

1. Did the program help to clarify, for those who witnessed it, the aims and ideals of education?
2. Did the program have a central theme, either in the presentation of an idea, in the form of a pageant or dramatic presentation, or did it attempt to find the solution to a contemporary problem?
3. Was some recognition given to the alumni of the school and to those who have previously attended the school?
4. Was the program inspiring for those in the lower grades of the school?
5. Was there general participation on the part of every member of the class, in accordance with his abilities and capacities?
6. Were there exhibits to indicate the work of the school?
7. Did the exercises aid in developing emotionalized attitudes relative to the social responsibilities and obligations of the individuals?
8. Was the dress worn by graduates simple, avoiding discriminations?
9. Did the pupils participate whole-heartedly in the development of the project?

*New Commencements for Old, Vol. V, No. 5, May 1930—*The Nation's Schools*, page 73.

10. Were facilities available to make it possible for those desiring to attend the program to secure seats?
11. Is the diploma used only for the completion of a full secondary school course?
12. Does the program for schools having fewer than 12 grades incorporate the idea of "promotion exercises"?
13. In deciding honors are other things than "marks" considered?
14. Is the commencement program an integral part of the year's work?

Suggestions Relative to the Development of Promotion and Commencement Exercises Based on Previous Questions*

1. Promotion and commencement programs should be utilized to the fullest extent in placing before the community the place of education to contemporary life. Every effort should be made to indicate to the community what the school is doing to better serve the interests and needs of the boys and girls who attend the schools, and how the schools contribute to the welfare and betterment of community life.
2. Promotion exercises and commencement programs should be built around a central theme and should, insofar as possible, mirror the work which is being done in the school. Objectives and outcomes should be particularly stressed.
3. Wherever possible the alumni of the school should be given definite recognition at commencement time. The commencement exercises should be so organized as to conserve and intensify the interest of former graduates in a progressive program of education.
4. The exercises should be of such a nature as to indicate to the under-classmen what is ahead of them in connection with their school work. They should be impressive and dignified.
5. In general, the exercises should be the result of a class project in which as many pupils as possible have had opportunity to participate. This does not mean that they will appear on the program. The formal program may be only a small part of the preparation for the exercises.
6. When a school exhibit has not been otherwise held, the commencement period provides an excellent opportunity to display to the community the products of the school. Exhibits, posters, et cetera, help to visualize the program of education.
7. Class pledges, creeds and mottos should be such as to have meaning in terms of social service and citizenship. They should also typify what the community, the state and the nation stand for in connection with the education of youth.
8. The dress worn should be as simple as possible. Many schools forbid the wearing or the carrying of flowers. In the interest of democracy, simplicity should rule. Many schools are finding it

* See McKown, H. C. *Commencement Activities*. Macmillan and Company, New York. 1931. \$2.50, for detailed suggestions concerning promotion and commencement programs.

advisable to use the cap and gown. When this is done there can be no discrimination.

9. The program should be such as to secure the whole-hearted support of all participants. Pupil planning, with the help of teachers is essential.
10. An opportunity should be given to bring together as large an audience as possible at the exercises. Where facilities are limited, it is advisable to distribute tickets to the graduating or promotion class. In this case the doors may be open for those having tickets for a certain time, after which the general public should be admitted. Where facilities are not available to seat all desiring to attend the exercises, they may be presented on more than one occasion.
11. The diploma is reserved for pupils who have completed a full secondary course of twelve years. In all other cases a certificate should be used.
12. "Commencement Exercises" is the term reserved for graduation from a complete secondary school course. "Promotion Exercises" is reserved for the exercises in elementary schools, junior high schools, two-year, three-year high schools.
13. In deciding honors in senior high schools a plan used by the National Honor Society in selecting members is suggested.
 - a. Membership in the National Honor Society is based on
 - (1) Scholarship
 - (2) Service
 - (3) Leadership
 - (4) Character
 - b. Candidates eligible to membership in the organization shall have scholarship rank in the first third of their respective classes.
 - c. To be eligible for membership, the student must have spent one year in the school electing such student.
 - d. Not more than 15 percent of any senior class or graduating class shall be elected to membership in the chapter.
 - e. The election of not more than five percent of the high eleven classmen may take place during the last month of the six semesters, and the election of not more than ten percent may take place before the end of the seventh semester. The remainder may be chosen before the end of the eighth term. Full information concerning the National Honor Society can be secured by addressing C. V. Church, Executive Secretary, Department of Secondary School Principals of the National Education Association, J. Sterling Morton School, Cicero, Illinois.

A Junior Honor Society has also been established primarily for junior high schools. Information concerning the Junior Honor Society can also be secured from Mr. Church.
14. The commencement program should be a regular part of the work of the school term. Exercises should be so developed that the final program will come as the natural culmination of the

work of the school. The policy of releasing pupils from the school for long periods prior to the exercises is not in harmony with the purposes of the exercises or the program of the public schools.

SUGGESTED THEMES FOR PROMOTION AND COMMENCEMENT EXERCISES

The importance of the promotion and commencement day exercise as a constructive agency in the larger program of education, suggests the possibility of developing a series of topics or themes which might be used by a large number of high schools each year. Unquestionably local conditions and needs should be one of the first factors to be considered in the selection of the points to be emphasized, but there are many topics which touch vitally, in one aspect or another, local, state and national life.

If suitable topics are found which can be treated in a variety of ways, the effect of having many schools working on the same general theme should help in stimulating the school to a high type of presentation.

The themes suggested below are tentative. The Department of Public Instruction will welcome suggestions of any modification or procedure or theme which will add to the effectiveness of the various presentations. These topics have been selected because they offer opportunities both on the side of indicating progress which has been made in Pennsylvania and in the local community in recent years, and in putting before both adults and pupils vital problems awaiting solution.

After suitable themes have been selected, it is proposed that outlines will be prepared and distributed by the Department of Public Instruction covering the theme or themes selected for emphasis that year. The treatment of themes will vary with the type of school. In elementary and junior high schools the work cannot be as advanced as in senior high schools.

The following themes are suggested:

1932.—General Theme: George Washington Bicentennial Celebration. During the year 1932 much emphasis is being placed on the Bicentennial Celebration of the birth of George Washington. The Washington Bicentennial Commission, Washington, D. C., has prepared many interesting projects in connection with Washington's life, his times, and his contribution in the development of our democracy. The use of this topic in connection with the commencement theme provides splendid opportunities for emphasizing desirable qualities of citizenship. The original theme suggested for 1932 was "The Development of Citizenship and Government." If this topic is used, material concerning Washington will fit in admirably with the program, or the general theme of Washington's contributions may be used. Many of Washington's richest experiences occurred in connection with Pennsylvania history. Because of this commencement theme, emphasizing Washington provides many opportunities for stressing the contributions of the Keystone State to national life.

1933.—General Theme: Development of Pennsylvania.

The year 1932 marks the 250th year since the founding of Pennsylvania. During the school year 1932-33 William Penn should be appropriately honored. This event will also provide opportunities for setting forth both the civic and social ideals of the founder of this Commonwealth, and for showing the growth of the state government, industries, educational institutions, and other agencies.

“Pennsylvania Promotes Progress” offers many opportunities for the commencement and promotion day program. Materials are now in the process of preparation to aid in presenting the general ideas outlined above.

1934.—General Theme: One Hundred Years of Public Education in Pennsylvania.

1934 is a centennial year of the passing of the public school law. Every school should take this opportunity of placing before their community the progress which has been made during this period both in the development of the local plan of education, and also in the development of the State program. There will no doubt be numerous programs throughout the State commemorating this important event. It may be that in developing a commencement theme, one phase of the development of education should be stressed more than others in a given community. In any event the development of the educational program of the local district should be given considerable prominence.

Other Themes Suggested for Consideration for Future Exercises.

1. *Social Welfare in Pennsylvania.*

This program should bring out the effort which is being put forth by the state and the local community in supporting social welfare agencies that have for their purpose the betterment of the state. The social problems as they relate to community activities, should be given a large part in such a discussion or program. Much could be done in correlating this work with the Problems of Democracy course.

2. *Recreational Opportunities in Pennsylvania.*

We have long discussed the importance of leisure time and worthwhile leisure activities in the development of the community and state. The local community offers many worthwhile opportunities which have never been satisfactorily developed. A community survey would reveal these opportunities and possibilities. Many projects have been developed in connection with the recreational opportunities such as playgrounds, nature trails, community theatres, community chorus, pageants, organized athletics, et cetera.

3. *Contributions Which Have Been Made to Fine Arts and Literature by Pennsylvania Men and Women.*

This topic should provide an opportunity to bring before the community the contributions which have been made by Pennsylvania men and women in the development of the fine arts and literature. In fact a school might well use any of these

subjects (i. e., Art. Music, Literature) as a topic for commencement program or for promotion exercises. This will give an opportunity to indicate the splendid contributions which have been made by our Pennsylvania artists and authors. It is a fine study of certain phases of contemporary life.

4. *The Health of Pennsylvania People.*

This topic should give an opportunity to place before the community the program which has been developed by the state in caring for the health of the people. It should also show the recent developments in the field of medicine and place before the community the importance of hospitals and should set up a program of activities for the individual which will insure healthful living.

5. *Pennsylvania Homes.*

This topic will give an opportunity to place before the community the importance of county home membership and in indicating what can be done in developing more effective homes in Pennsylvania, in adult and parent education, and in home-making education.

6. *Pennsylvania's Natural Resources.*

Pennsylvania is rich in natural resources. It is important that we realize the part which is being played in our program by the coal industry, by our forests and by our splendid farming country.

Certain very important topics have not been included in this list but they provide excellent opportunities for developing vitalized commencement programs.

The question of International Relationships, is very vital today and has been successfully used by a number of schools.

In this brief outline it is not possible to indicate the activities which might be used in vitalizing the program. The commencement exercises should be but the expression of work on worthwhile educational objectives.

Type Promotion and Commencement Exercises Given in Pennsylvania Schools

NORTHAMPTON HIGH SCHOOL—1931

Welcome Mildred Roush

"Arch of Triumph"

A Pageant

Presented under the direction of Miss Martin and Miss Hagy

Synopsis of the Pageant

In days of old when victorious armies returned from battle field, their country honored them with an arch of triumph whereon were sculptured their deeds of prowess. Today a conquering host returns not from battle, but from the worthier conquest over self. On the arch of triumph through which they pass are sculptured the seven cardinal objectives of education: health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and character. And through its portals may be seen tonight these ideals which have ever been held before the youth of America.

Cast of Characters:

Prologue Robert Stewart
 Mayor John Wolf
 Citizen Albert Erdosy
 Two Athletes LeRoy Koehler, William Goldstein
 Education Catherine Rice
 Bard Edward Piervallo
 Bugler Malcolm Snyder
 Craftsman John Vitushinsky
 Home Maker Kathleen Laubach
 Social Service William Swallow
 Scholar Albert Lerch
 Handmaiden to Character Catherine O'Loughlin
 Happy Hours
 Standard Bearers
 Chorus

Tableaux

Health Tableau
 Athletes Edwin Nause, Harry Shirk, Paul Frantz
 Sanitation Mary Yaksitz, Mary Wedde, Jackson Hartman
 Doctor's Scene Nicholas Bruciak, William Fogelman,
 Catherine Ohotski, Phyllis Samuels
 Craftsman Tableau Herbert Burkhardt, Elvin Crouthamel,
 Elmer Dech, Karl Frantz, Harold Lentz,
 Wilfred Farber
 Home Tableau Evelyn Dute, Olga Romanchik,
 Carl Shoemaker, Archibald Fehnel, Betty Smith
 Civic Life Alexander Yaremko,
 Happy Hours Tableau Mary Fries, Edna Hower, Grace Oplinger,
 Pearl Oplinger, Marion Shafer
 Scholar Tableau Allen Shoemaker, John Pontician, Leon March,
 Darrel Hartman, Ione Bachman, Beatrice Hall
 Character Tableau Nelle Fluck, Andrew Nachysty
 Part Two consisted of the invocation, presentation of diplomas, etc.

TROY HIGH SCHOOL—1931

Music	High School Orchestra
Invocation	Reverend Leonard F. Basford
Music	High School Orchestra
Salutatory—Increased Leisure Time	Gladys Harkness
Pageant	Three Hundred High School Students

The Worthy Use of Leisure Time

Scene I—The Conflict

Enter:

Groups of students reading cheap magazines, chewing gum, gambling, drinking, fighting, stealing, jazz dancing, gossiping, etc.

Enter:

Groups of students as knights. They conquer those engaged in unworthy use of time: vice, greed, sloth.

Announcer describes changes wrought through games and dances.

Scene II

- (a) Dutch Folk Dance Group of Freshmen and Sophomore Girls
- (b) Irish Lilt Group of Senior Girls
- (c) Chariot Dance Group of Freshmen Girls
- (d) Highland Fling Group of Junior and Sophomore Girls

Scene III

Calisthenics	Group of Junior Boys
Pyramids	Group of Sophomore Boys

Scene IV—Athletic Games

Enter:

- (a) Groups of students in basketball and tennis
- (b) Groups of students in baseball
- (c) Groups of students in track and hockey

Announcer presents laurel wreaths

Announcer describes changes wrought through outdoor sports

Scene V—Outdoor Sports

Enter:

Groups of happy boys and girls

- (a) Skating, skiing, horse-back riding and hiking
- (b) Golf, fishing, canoeing, swimming and horse-shoe pitching
- (c) Camping and hunting

Announcer describes the cultural phases of school life in the use of leisure time—the arts and sciences, music and the drama.

Scene VI—Science and Crafts

Enter:

- (a) Groups of students studying butterflies, birds, flowers
- (b) Groups of students in gardening, painting and shop work
- (c) Groups of students in basketry and weaving, cooking and sewing
- (d) Family group reading—Girl Reserve ceremonial

Announcer presents palms for accomplishment

Scene VII—The Music Group

Enter:

- (a) The Band
- (b) The Glee Club

Scene VIII—The Drama

Enter a group of students as Shakesperian characters in the morality playlet "Time."

The playlet is followed by a Grecian Ribbon Dance.

The Players

Bottom	Russell Scott
Rosalind	Marion Tarbox
Touchstone	Gerald Hawthorne
Falstaff	Theodore Calkins
Time	Lawrence Mason
Lady Macbeth	Marion Brown
Macbeth	Wayne Alexander
Announcer describes the end of the pageant.	
ProceSSIONal	
Valedictory	Marion Parmenter
Address	F. Trubee Davidson, Assistant Secretary of War
Presentation of Prizes and Diplomas	W. R. Croman
Benediction	Reverend Leonard Basford

DOYLESTOWN HIGH SCHOOL—JUNE 1930

ProceSSIONal March—"Hope March"—Papini	High School Orchestra
Invocation	Rev. William Scott
Song—"Spring Song"—Beethoven	Girls' Chorus
Commencement Project No. Nine:	
"A Review of Twenty-five Years of Growth"	Bertha Labs
"What Our Graduates Do"	Donald Smith
Committee: Studies, Bertha Labs and Donald Smith;	
Typing, Helen Rickert; Charts, Robert Porter	
Presentation and Acceptance of Gifts:	
Gift by Harlequin Players	Pauline Waddington, President, Players
Class Gift	Thomas Beans, President, Class
Music—"Petite Suite de Ballet"—Gluck	High School Orchestra
Announcement of Awards:	
American Legion Ladies' Auxiliary Medal—Grammar School	
D. A. R. Prize in American History—Grade VII	
The Harlequin Players' Prizes	
Prizes of Christian Council	
American Legion Gold Medal to Outstanding Boy Citizen	
Dr. George H. Lorah Prizes for Excellence in English	
Martha H. James Lorah Prizes for Deeds for Kindness	
The Rotary Club Athletic Prize	
The Livezey Award to Best All Around Student in Senior Class	
The Class of 1925 Scholarship Prize	
Presentation of Diplomas	W. H. Satterwaite, Esq. President, School Board
Address to Graduates	Joy E. Morgan Editor, Journal National Education Association
Song—"The Old Refrain"—Kreisler	Mixed Chorus

CRAFTON HIGH SCHOOL—JUNE 1930

Selections—"At Dawning"—Cadman	
"Gems of Stephen Foster"—Tobani	High School Orchestra
Invocation	Rev. Dr. Westfall
Theme of Commencement: Pennsylvania's Contribution to the Arts	
Salutatory—"Pennsylvania's Contribution to the Drama"	Betty Marquis
Soprano Solo—"The Night Wind"—"I Hear a Thrush at Eve"	Emily Carr

Essay—"Pennsylvania's Contribution to Literature"	Donald Beatty
Cornet Solo—"Narcissus"—Ethelbert Nevin	Phillips Aston
Cornet and Saxophone Duet—"Mighty Lak' A Rose"—Charles Wakefield Cadman	Phillips Aston and Charles Crennell
Essay—"Pennsylvania's Contribution to Art"	Mary Alice Bearrow
Selection "Life of Youth"—Geibel, "Oh, That We Two Were Maying"	
Girls Chorus	Ethelbert Nevin
Reading—"If"—Rudyard Kipling	Charles Lawrence
Selection—"Pennsylvania"—Gertrude M. Rohrer	Senior Chorus
Valedictory—"Pennsylvania's Contribution to Music"	Ruth Heckler
Awards:	
Presentation of Diplomas	Mr. Val E. Schott President, Board of Education
Benediction	Rev. Dr. Westfall
(All musical numbers on the program are compositions of Pennsylvania musicians).	

UNIONTOWN-LAFAYETTE JUNIOR HIGH SCHOOL— JUNE 1929

ACT I

The members of the class of 1929 have invited General LaFayette to visit their school to see the progress they have made during their three years to LaFayette Junior High School. In preparing for their guest the boys and girls make a list of the various activities they will want him to see. While preparing the list they outline the aims and purposes of the junior high school as they hope to present them for the General's approval.

ACT II

General LaFayette arrives and the aims and purposes of LaFayette Junior High School have been explained to him. The boys and girls are anxious to have him see some of the things they have done while at LaFayette, so they present the various phases of their junior high school life: explain the purpose of each activity and show how each part of their school program works toward the seven worthy objectives of the junior high school guidance program which are: Health, scholastic success, harmonious social relations, vocational opportunity, civic objections, worthy use of leisure and ethical living.

READING HIGH SCHOOL—JANUARY 1932

GEORGE WASHINGTON—A Historical Pageant.—Commemorating the two hundredth anniversary of the birth of the first President of the United States and designed to portray five typical phases of his life: his formative period in youth on a Virginia plantation; the experimental period of his manhood in the French and Indian War; the bitter hardships of his generalship at Valley Forge; his triumphant inauguration in 1789; and the charming tranquillity of his domestic life at Mount Vernon. The years thus depicted are 1747, 1755, 1777, 1789, 1799.

In a foreword to the program, Principal John P. Lozo says "Biography affords one of the most effective methods of teaching. Commencements afford one of our best opportunities of teaching. Both pupil and parent can well afford an outstanding biographical lesson any time.

George Washington gave us a lesson in living that can well be presented dramatically. The qualities that made him great are the fundamental qualities of all worthwhile character.

As a pupil leaves school, he can take with him no better lesson than that portrayed by the man whose two-hundredth birthday anniversary we are celebrating. We hope, too, to show the parents of our community that in the three years their boys and girls are with us they are constantly being indoctrinated with the ideals of great people. We trust that you will see in this, our fourth pageant, our attempt to build in youth sound principles of right and of service that will stand

them in good stead as they meet the problems of life. Outside of the few who live each semester the pageant we produce semi-annually, thanks are due to no individuals. Instead they are owing all because all have cooperated and sympathized to the best of their capacities with all the efforts of the director and his immediate associates in the production of this commencement pageant.”

The introduction to the program indicates the plan used in developing the project. GEORGE WASHINGTON, depicting the dominant characteristics of the first President of the United States together with significant episodes in his life's story, has been created in its entirety by the students and faculty of the Senior High School of Reading. The participants are all members of the Class of 1932, January, with the exception of the members of the Pageant Orchestra and the Pageant Choir. The graduates are proud to present this idealist dramatization as their Commencement Program.

The conception of the scope and details of the pageant is the work of the Director, William L. Fink, who is responsible for the research, writing arrangement, personnel, and dramatization.

The pageant committee desires to make acknowledgment of the assistance of a group of Seniors who wrote most of the Mount Vernon episode as a classroom project on the occasion of the autumn Patrons' Night.

For the colorful stage effects and all costumes and properties, the class thanks the Dramatics Workshop and allied activities and the director, Miss Florence B. Beitenman. During the fall term, approximately sixty boys and girls elected to devote one class hour each day to the Workshop. The boys met in the Wood Shop under the guidance of William T. Bricker; the girls worked in the sewing department under Miss Beitenman's direction.

The Department of Fine Arts, through Italo DeFrancesco, furnished advice concerning stage effects and also painted scenery and properties.

Fred Cardin has written and orchestrated the pageant music (and has directed the Indian pantomime). Miss Anna Shearer and Miss Kathryn Hassler rehearsed the vocal music. The class is especially grateful for the cooperation of the music classes. Words for the songs were written by Miss Mildred E. Runyeon.

The well-executed cover design on the program is the work of a member of the graduating class, Vincent Hartgen.

The smaller cuts in the program were designed by J. Stuart Dreibelbis.

The organ used for accompaniment to the invisible choir is the gift of the January Class to the school and is being used for the first time in this production.

The numerous drills and dances which have given tone and atmosphere to the historical background of the action have been directed by members of the Physical Arts faculty.

The Historical Society of Berks County, through the curator, Charles Montgomery, has been exceedingly generous in lending authentic properties.

Music used in Episode IV was secured from Oliver Ditson Company.

Every member of the faculty is serving behind scenes during one or more of the performances of the pageant; without this unselfish assistance it would not be possible to give our patrons such a production as GEORGE WASHINGTON.

COATESVILLE HIGH SCHOOL—JUNE 1930

ProcessionHigh School Orchestra
Class Song—Words, Margaret Kirk—Music, Dorothy Eckman, Anna Heckler,
Elizabeth Shool, Donald Dittenbaugh, Carl Peterson.
InvocationRev. J. R. MacDonald
Theme of the Program—Practical Experience in the Classroom:
Introduction—Sarah Humpton.

Commercial Department—Madame Helene's Shop:

Madame HeleneHelen Pratt
Her Private SecretarySophie Sherman
Filing ClerkAmelia Friedrich
Stenographer and TypistMary Higgins
BookkeeperKatherine Kennedy
Representative of Wholesale HouseBessie Batt

Latin Department—What's the Use?

Thelma Kelso, Mildred Bassett, Margaret Wells, Marion Thorne, Max Weiner.

Home Economics Department: Home Making—Ida Jones at a Luncheon:

Elizabeth Trunk, Olive Forbes, Kathryn Marsh, Eleanor Peters.

French Department—Les Americains a l'Hotel Paris:

Sarah Heintzelman, Mary Baker, Lyde Tingley, Isabel Rodgers, Norman Margolis.

Electrical Department—Demonstration of Care and Uses of Storage Battery:
Glenn Wolfe.

Social Science Department—Shall the Senate Ratify the London Treaty?

Leonard Smulowitz, Lawrence Sullivan, Herbert Baer, Louis Herley.

Music—"Thank God for a Garden"—"Song of Farewell"The Meistersingers

AddressDr. Norman W. Cameron

MusicHigh School Orchestra

Alma Mater

BenedictionRev. J. R. MacDonald

FORD CITY JUNIOR HIGH SCHOOL—JUNE 1930

March—"Little Corporal"—ZamecnikJr. H. S. Orchestra

Song—"Stars of the Summer Night"—WoodburyNinth Grade Boys

Oration—"An Important Moment in the History of Public Schools"

Mary V. Danner

Overture—"Fortuna"—ZamecnikJr. H. S. Orchestra

Oration—"Horace Mann, An Important Educator and Writer"Palmer Stepp

Violin SoloStanley Zydonik

Essay—"The Life of Mary Lyon"Josephine Bryan

Song—"A Dreamland Lantern"—WestNinth Grade Girls

Oration—"What Junior High School Means to Me"

Written by Karl Brunt and delivered by Wallace Welosonovich

Presentation of American Legion AwardsG. A. Barnett

Presentation of Auxiliary AwardsMrs. Sue McConnell

Presentation of DiplomaQ. G. Vincent

Superintendent of Schools

March—"Always Jolly"Jr. H. S. Orchestra

YORK, HANNAH PENN JUNIOR HIGH SCHOOL—JUNE 1930

The promotion pageants which have been conducted in connection with the Hannah Penn Junior High School have attracted much attention. The exercises for May 24, 1930 are as follows:

Class ProcessionalJr. H. S. Orchestra

Class SongWritten and Directed by Lee Poorbaugh

Pledges to the FlagsDorcas Eimerbrink

A WelcomePrin. E. A. Glatfelter

A Pageant—"Aladdin's Garden"—Written and directed by Helen Miller and
Beulah Bradley (teachers in the Hannah Penn Jr. H. S.)

Synopsis of Scenes

Prologue—An Eastern Bazaar

Episode I—The Magic Cavern

Episode II—The Home of Cornelia in Rome

Episode III—A Hebrew Temple

Episode IV—Freedom's Torch

Episode V—Education's Garden

Epilogue—Following the Lamp

The Cast of Characters includes: The Lady of the Lamp, Aladdin, The Uncle, Aladdin's Mother, A Merchant, A Dancing Girl, Genie of the Cavern, Genie of Wealth, Slaves, Genie of the Home, Cornelia, Tiberius Gracchus, Caius Gracchus, Roman Matron, Genie of the Church, The Voice, Eli—The Priest, Hannay, El-kannah, Samuel, Worshippers, Genie of the State, Liberty, Genie of the School, Spirit of the School, Hannah Penn Standard Bearer, William Penn Standard Bearer, 9A Girls Representing Flowers in the Garden of Education.

Groups of students represented in the pageant: The Elementary School, The Junior High School, The Senior High School, Bees, Elves, Rain Dancers, Sunshine Dancers, An Oriental Chorus.

NORTH UNION HIGH SCHOOL—JUNE 1930

"The Gateway"

The pageant develops the theme of school as a preparation for life.

Graduate, under the guidance of the Spirit of North Union, appears before the gateway that leads out into the mysteries of life.

The Spirit of North Union summons to the aid of graduate, as she enters on the journey of life, certain worthy companions whose friendship she has formed in high school. These companions are: Health, understanding, accuracy, observation, appreciation, expression.

Spirit next presents "Service" who presents the possibilities of usefulness that lie in the pathway of life. "Service" in turn produces a number of his followers. The first tableau symbolizes "Labor" directed by "Engineering." The miner holding the wheel symbolizes "Coal" as the source of the power that turns the wheel of industry. Next follows the group that represents the great essential industry, "Agriculture." Then comes "Commerce" who distributes and exchanges the products of "Labor" and "Agriculture."

The learned professions are represented by "Law," "Medicine," "Nursing;" the Fine Arts by the "Artist and her Model." The group presented by "Service" represents the love and the life that centers in the home.

In the final scene, Graduate is endowed with gifts of character and virtue and is made a knight of the quest of life.

CANTON HIGH SCHOOL—JUNE 1928

The Commencement program of Canton for the school year 1927-1928 was a pageant prepared by the twelfth year English class. The title of the pageant was "The Canton of Yesterday." The foreword:

We have searched in many hidden places for our information on the "Canton of Yesterday." Musty old books we have delved into with never-failing eagerness and zest. We have treasured every word of its quaint stories and beautiful legends, as a child revels in fairy tales. To know such incidents to have been real, has enthralled us—their romance has enriched us.

We shall endeavor to present our picture of the people and the "Canton of Yesterday," with reverence and esteem. So now we begin, hoping it will inspire you, as it has us, to love the "Canton of Yesterday" with as great a love as that which we will give to the "Canton of Today."

A full program was presented indicating the complete history of Canton.

The characters were so arranged that a large number of the students had an active part in the presentation.

STATE COLLEGE HIGH SCHOOL—JUNE 1930

ProcessionalPublic School Orchestra
InvocationRev. A. C. Ruth
"A Few Minutes in the Classroom with the Class of 1930"—George Mason.

English	Virginia Springer
Social Studies	Charles Myers
Commercial Studies	Gladys Jacobs
Languages	Mary McFarland
Science and Mathematics	Ernest Kaulfuss

Orchestra

"Seeing and Hearing Ourselves"	Prof. James P. Whyte Bucknell University
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Presentation of Diploma	Dr. S. W. Fletcher President, Board of Directors
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Awarding of Prizes and Honors

Benediction	Rev. A. C. Ruth
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Orchestra

Other programs which have come to the attention of the Department as representing outstanding procedures in this field follow. Only a portion of the program is given.

CONFLUENCE HIGH SCHOOL—1930

History of Confluence and Vicinity

- a. Introduction and Indians
- b. Colonial and Revolutionary Times
- c. Early Settlements
- d. Early Industries

MILLERSBURG HIGH SCHOOL—1930

- "Yesterday and Today in Our Local Schools"
- "The Old Order Changeth"
- "Your Town and Your School"
- "Our Neighbors and Their Progress in Education"
- "An Ideal School Situation for Millersburg"

OLEY TOWNSHIP, BERKS COUNTY—1930

The Oley Township program was devoted to Worthy Home Membership. Such subjects as the following were discussed:

- "The Changing Family"
- "The Relation of the Home to the School and the School to the Home"
- "The Oley Schools and Worthy Home Memberships"

MAUCH CHUNK HIGH SCHOOL—1931

- "Pennsylvania Hospitals"
- "Poor Relief in Pennsylvania"
- "Institutions for the Education of Foreign-Born"
- "Reformatories and Correctional Institutions in Pennsylvania"

SCOTT HIGH SCHOOL, NORTH BRADDOCK—1931

- "Education and True Patriotism"
- "The Place of the Church in Citizenship Training"
- "The Home and Training for Citizenship"
- "What Kind of Voters"
- "Athletics and Their Value for Citizenship"
- "Spiritualizing Aspects of Citizenship Training"

LOCK HAVEN SENIOR HIGH SCHOOL—1931

- "What Is Worthy Home Membership"
- "A Practice House for Lock Haven"
- "How Thrift Contributes to Worthy Home Making"
- "Why Homes Fail"

WELLSBORO HIGH SCHOOL—1930

The Wellsboro High School program consisted of a history of Wellsboro in tableau form. Such scenes as the following were presented:

- The Home of Benjamin Wister Morris
- The Quaker Meeting
- The Lumbering Industry
- The Bucket Fire Brigade
- A Wedding
- A Soldier's Farewell
- A Soldier's Return
- The Bank Robbery
- Aunt Betty Murray
- A Red Cross Meeting
- A Wounded Soldier
- Peace

The following topics were discussed:

- "The Physical Growth of the Town"
- "Educational Advantages in Wellsboro"
- "Religious Opportunity"

WESTMONT-UPPER YODER HIGH SCHOOL—1930

This program was devoted to a presentation of Cambria County in the "Affairs of State." The following topics were presented:

- "Cambria County in International Affairs"
- "Cambria County in State Affairs"
- "Cambria County Builders"

Dr. G. P. Donehoo talked on the subject: "The Early Inhabitants of Western Pennsylvania."

SUGGESTIONS FOR MUSIC IN PROMOTION AND COMMENCEMENT EXERCISES

The promotion and commencement exercises provide opportunities for placing before the students and parents the best in music. With the wealth of exquisite music literature available, it is possible to secure material adapted to every type of program. The following is suggestive of the several worthwhile projects in music that might well be incorporated in the commencement program.

1. Music of the great composers. (Material may be secured from any of the leading music publishers.)
2. Music of American composers. (Material may be secured from any of the leading music publishers.)
3. Music of Pennsylvania composers. Data may be secured from Monograph No. 1, *Pennsylvania in Music*, published by the Department of Public Instruction, Harrisburg, and from *Pennsylvania Composers and Their Composition*, published by the Pennsylvania Federation of Music Clubs—Mrs. R. E. Good, Patton, Pennsylvania.
4. Commencement music consisting of tone poems, marches, choruses, vocal and instrumental quartets, trios and solos, composed by the pupils in the harmony and composition classes of the high school.
5. Commencement music appropriate to the George Washington Bicentennial Celebration or other special programs. Data and material may be secured from any of the leading music publishers. Special reference for Washington music is made to "The Music That Washington Knew" by William Arms Fisher, published by Oliver Ditson Company, Inc., 359 Boylston Street, Boston, Massachusetts.
6. Pupil participation should characterize the music of promotion and commencement exercises.

